KENTUCKY DEPARTMENT OF EDUCATION

OTHER PROFESSIONALS STEERING COMMITTEE MEETING SUMMARY

MEETING DATE: 11/21/13	**FACILITATOR:** Greg Ross,
NOTE-TAKER/CONTACT: Renee Scott	Cathy White, and Kathy Mansfield

KDE Staff: Greg Ross, Cathy White, Robin Chandler, David Wickersham, Denise Bailey
Renee Scott, Jeff Coles, Jennifer Smith, Stephanie Little, Monica Raines

1. Omar Morris	12. Sherry Hoza
2. Mary Burch	13. Nachelle Nead
3. Karen Erwin	14. Paul Lanata
4. Beth Edmonson	15. Becky Nelson
5. Paul Baker	16. David Johnson
6. Melinda McClung	17. Kathy Mansfield
7. Dana Logsdon	18. Greta Stansfield
8. Julie Wells	19. Melody Cooper
9. Laura Cullens	
10. Debbie Culler	
11. Tim Ball	

Agenda Item: <u>Welcome and Review Agenda</u>

The meeting began with introductions of the Other Professionals PGES (OPPGES) Steering Committee members followed by a review of the rules, roles, and outcomes for the meeting. The committee is comprised of a representative group of local district library media specialists, guidance counselors, instructional supports specialists, school social workers, speech language pathologists, occupational therapists, physical therapists, school nurses and school psychologists. During the November meeting the group worked collaboratively to develop guidance and recommendations for implementing the OPPGES pilot
.
Agenda Item: <u>Reach Consensus on Recommendations</u>

Recommendations from October 28 meeting:
1) Districts may have a peer component to the Other Professionals System.
2) Peer feedback could come in the form of reviewing reports or documents required by the role that you are in.
3) All groups will have the same points of evidences, but different bullets under each point.
4) The evaluation cycle should mirror that of teachers (e.g. three year cycle for tenured teachers and annual evaluations for new teachers) Annual Professional Growth Plans are also recommended for all Other Professionals.

Discussion/Action:
Principle 3 of the Kentucky NCLB waiver is the guiding force for the effectiveness system—so that every teacher every year will have a Professional Growth Plan, a student growth goal, and evaluator and peer observations. The revised version of Principle 3 of the waiver request is under review by USED and it can be found here.

House Bill 180 (HB 180) was also referenced by Teacher and Leader Effectiveness Branch Manager Cathy White. HB 180 amends KRS 156.557 and requires the Kentucky Board of Education to establish a statewide system of educator effectiveness and evaluation for all certified personnel by the 2014-2015 school year.

Key Questions/Concerns:
School nurses need yearly continuing education units to keep a current nursing license. The Kentucky Board of Nursing recognizes an evaluation as ½ of the needed CEUs for licensing. If evaluations are not done annually, this will not be possible. Some school nurses are under the certified evaluation and some are under the classified evaluation system.

Agenda Item: <u>Determine Categories</u>

Discussion/Action:
The Decision Rules table was reviewed by the committee and concerns were identified regarding the structure of the document. Below are the key questions and concerns.
Note: The bottom of the Decision Rules table refers to the number of students served and the magnitude or the breath of students served.

Key Questions:
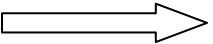How much contact do the different *Other Professionals* role groups have with students?
How do the different role groups relate to students?
How does this relate back to student voice?
What kind of guiding principles can be developed based on each role?

Concerns:

Chart 1: Decision Rules Table—Structure Concerns

Frequency	
	Service to Students

How does the Decision Rules table structure address the following:
-Curriculum Specialist
-Services based on "teacher need" vs. "student need"?
-Student Voice?
-Direct and indirect services???
-Student population
-Frequency vs. Hours
-Indirect services to staff in addition to caseload
-"Student" vs. "Client"
-"Student" vs. "Population"
-Parent contact (nurses, social workers, etc.)

-Caseload ⟹ Kinds of services
-Who are you working with?
-Student present for services vs. Services on behalf of student

Based on the concerns identified in Chart 1, the committee modified the Decision Rules table in an effort to identify the *other professional* role in each of the numbered squares in Chart 2 on page 4.

The committee divided into small groups to complete this task.
The following questions/concerns emerged from the small group work:
- What about providers to multiple schools and districts?
- What are the implications for school based roles vs. district service provider roles?

Chart 2: Other Professionals Steering Committee Modified Decision Rules Table

1-x sessions	1 School Psychologist	2 -School Psychologist -Speech -P/T -O/T	3 -School Psychologist -Librarian	4 - School Psychologist -P/T -O/T
Student need	5 -Speech -P/T -O/T -Nurse	6 -Counselor -Nurse	7 -Counselor -Social Worker -Librarian* -Nurse -Curriculum Coach	8 - School Psychologist -Counselor -Social Worker -P/T -O/T -Nurse -Audiologist -Curriculum Coach
Consistent schedule	9 - School Psychologist -Speech -P/T -O/T -Nurse -Mobility Specialist	10 -O/T -Nurse -Speech	11 - School Psychologist -Counselor -Librarian -Nurse -Speech -Curriculum Coach	12 - School Psychologist -P/T -O/T -Nurse -Mobility Specialist -Curriculum Coach
	Case Load	Specific Population	School-wide	District-wide

*Role group feels strongly about placement

Chart 2: Questions/Observations

- How to you apply the table above in districts to evaluate someone?

-who evaluates?

-how can it be flexible enough for different settings but maintain a structure?

- Other Professionals are everywhere!
- How will we maintain equity?
- Best practices—where do they come into play?
- How is all this going to come back to a district as they evaluate someone?
- How do we design an evaluation system that is flexible enough and has the sufficient structure and consistency that is equitable for all districts?

Attached is the link to the Framework for Teaching that was referenced during the discussion.

Agenda Item: Lunch Break
After lunch Branch Manager Denise Bailey (Division of Learning Services) provided a summary of the draft Teacher Effectiveness Steering Committee (TESC) Recommendations for Students with Disabilities and English Language Learners to the OP-PGES steering committee.

Following this presentation, the OP-PGES steering committee was divided into the following discussion groups:
Caseload Group
-OT/PT
-School Psychologist
-Speech
-O & M

School-wide Group
-Guidance Counselors
-Librarians
-Nurse
-Social Worker

Question for Afternoon Group Discussion:

For the purpose of _____, what do you think
                        (caseload/school-wide)

_____ should look like?
        (observation, student voice, student growth)

Focus-Students (contact)
Consistent Schedule (Define)
Based on Student Need (intermittent contact) (Define)

Key Question:
How do the categories below look for each group?
-Observations (Evaluator and Peer)
-Student Voice
-Student Growth

Agenda Item: Guiding Principles Concerning Observation

Discussion/Action:
Caseload Group--Observation (OT/PT Speech, School Psychologist)
The following should be considered when developing guiding principles concerning observation:
1. Environmental observation of set-up (e.g. adaptive equipment IT/AT)
2. Observation of Documentation (e.g. RTI, Referrals, Assessment, IEP, Progress Notes, Portfolio/Record Review)
3. Peer Observation
4. Individual/Group (e.g. student engagement/participation, goal oriented, collaboration)
5. Intervention (e.g. RTI, strategies, classroom suggestions, implementation of AT)

6. Communication (e.g. ARC team meeting, parent contacts)
7. Question: How do we factor in *Role Release of Staff?*
8. Performance on Student Assessment (e.g. preparation, familiarity/knowledge of instrument, report to student)
9. Scheduling

School-wide Group -- Observation (Librarians, Guidance Counselors, Social Worker, Nurse)

The following should be considered when developing guiding principles concerning observation for school-wide service providers:

- Review national/state standards
- What student needs are addressed?
- Why are you doing what I'm going to see?
- Review of documentation (i.e. planning, logs, etc.)
- Self-reflection
- Growth goal reflection

Agenda Item: Guiding Principles Concerning Student Voice

Discussion/Action:

The following should be considered when developing guiding principles concerning student voice:

Caseload Group -- Student Voice

1. Nonverbal, verbal and written feedback (e.g. what are the students working on? & How do they feel about activity?)
2. Post Admissions and Release Committee (ARC) Survey (TBD)
3. Student Self-Assessment (e.g. immediately after service or ARC. Yes/No response could be provided or Smiley Face.)

School-wide Group -- Student Voice

The following should be considered concerning student voice for school-wide service providers:

- Modified student voice survey could be developed related to:
  o Customer Service
  o Accessibility to services
  o Suggestions for improvement
- Timeframe
- Use of data for professional growth and evaluation
- Student participation data

Discussion/Action:

We need to be concerned about gender issues (i.e. whether or not a student feels more comfortable working with a male or female service provider).

You may be able to use objective numbers to obtain student voice data.

When questions from the student voice survey were reviewed by the group, many of the questions also applied to school-wide other professionals.

Student Voice--Key Questions:
- Do OT/PT and SLPs need to see students 30 minutes per week in order to build a rapport with students for student voice purposes?
- How do we determine an appropriate sample of students served for student voice purposes?
- What are the verbal vs. non-verbal student voice implications?
- Could a post ACR survey provide student voice for teenagers who attend ARC meetings?
- What about the % of students that are unable to communicate for a student voice survey?
- Could *thumbs up-thumbs down* be considered feedback?

Concern:
Sometimes students of related services providers do not remember their names.

Agenda Item: <u>Guiding Principles Concerning Student Growth</u>

<u>Discussion/Action:</u>
Every teacher will have at least one student growth goal (SGG).
Dr. Greg Ross, Director of the Division of Next Generation Professionals, provided an overview of student growth goals examples from the <u>Student Growth Scenarios Collection</u> document.

<u>Caseload Group -- Student Growth</u>
The following should be considered when developing guiding principles concern student growth goals:
1. Identify student <u>SAMPLE</u> (e.g. one class, skill area, % of case load)
   - Are students seen on a regular basis?
2. Progress toward achievement of benchmarks

<u>School-wide Group -- Student Growth</u>
The following should be considered concerning student growth for school-wide service providers:
- SGG should be SMART and support school and local district academic goals
- Aligned with state/national role standards
- May be school-wide or portion of student population

Key Questions/Concerns:
Should student growth goals be academic or could a related service provider use an IEP goal as the foundation for developing a student growth goal?

Agenda Item: <u>Next Steps</u>
Email additional questions and comments to <u>renee.scott@education.ky.gov</u>

Dr. Ross will follow up to see if there is flexibility in the Kentucky NCLB waiver related to obtaining student voice when only indirect services are provided that are not one-on-one with the student.

Appendix: <u>Group Discussion Charts</u>

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Question for Afternoon Group Discussion:

For the purpose of _____**, what do you think**
            (caseload/school-wide)

_____ **should look like?**
        (observation, student voice, student growth)

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<u>**Look at:**</u>
- **Structure**
    - **Wording**
    - **Other squares/sections***
- **Place role groups in sections**
    - **Any roles within school/district**

*multiple schools/districts

<u>**Focus-Students (contact)**</u>
Consistent Schedule (Define)
Based on Student Need (intermittent contact) (Define)

<u>Observation Charts</u>
<u>**Caseload--Observation (OT/PT Speech, School Psychologist)**</u>
1. Environmental observation of set-up (e.g. adaptive equipment IT/AT)
2. Observation of Documentation (e.g. RTI, Referrals, Assessment, IEP, Progress Notes, Portfolio/Record Review)
   P-Peer Observation??

3. Individual/Group Try (e.g. student engagement/participation, goal oriented, collaboration)
4. Intervention (e.g. RTI, strategies, classroom suggestions, implementation of AT)
5. Communication (e.g. ARC team meeting, parent contacts)
   Question: Role Release to Staff

6. Performance of Student Assessment (e.g. preparation, familiarity/knowledge of instrument, report to student
7. Scheduling

<u>**School-wide- Observation (Librarians, Guidance Counselors, Social Worker, Nurse)**</u>
- Review national/state standards
- What student needs are addressed?
- Why are you doing what I'm going to see?
- Review of documentation (i.e. planning, logs, etc.)
- Self-reflection

Caseload Chart

For those individuals who <u>have a set case load</u> and serve <u>students</u>:

Set # of hours weekly…………..
-
-

Set # sessions (consistency)……..
-
-

Based on immediate need but not on a regular basis
-
-

For the purpose of:
1. **Observation**
2. **Student Voice**
3. **Student Growth**

Student Growth Charts

<u>Caseload-Student Growth</u>

1. Identify student <u>SAMPLE</u> (e.g. 1 class, skill area, % of case load)
   - Student seen on a regular basis
2. Progress toward achievement of benchmarks

<u>School-wide--Student Growth</u>
- SGG should be SMART and support school and local district academic goals.
- Aligned with state/national role standards
- May be school-wide or portion of student population

Student Voice Charts

Caseload-Student Voice
1. Nonverbal, verbal and written feedback (e.g. what are they working on? & how do they feel about activity?)
2. Post ARC Survey (TBD)
3. Student Self-Assessment (e.g. immediately after service or ARC, Yes/No response could be provided or Smiley Face)

School-wide—Student Voice
- Modified survey related to
  - Customer Service
  - Accessibility to services
  - Suggestions for improvement
- Timeframe?
- Use of data for growth and evaluation
- Student participation data?

Parking Lot

Role Release—(e.g. O/T P/T)

Careful we don't condone less than best practice just because that's the reality in some/many schools/district in the state. Our tool should encourage best practice (as defined by national standards).

What is the purpose of the evaluative tool? & What is supposed to come out of it?

Does "student voice" have to be at a particular time of the year (i.e. end of year)? or immediate feedback?